

Reading Progress Indicator correlates positively with Woodcock-Johnson III

Implementation Objectives

Scientific Learning partnered with Bookette Software to develop a computer-based reading assessment. The assessment, Reading Progress Indicator, was designed to measure the benefits of using Fast ForWord products. In order to establish the validity of Reading Progress Indicator, Scientific Learning conducted a study intended to measure the correlation of Reading Progress Indicator to subtests from the Woodcock-Johnson Tests of Achievement, 3rd edition.

Participants

Sixty-two students from a single school participated. Twenty-one students were assigned to the 7-10 level of the assessment, 26 students were assigned to the 4-6 level, 12 students were assigned to the 2-3 level and one student was assigned to the K-1 level of the assessment.

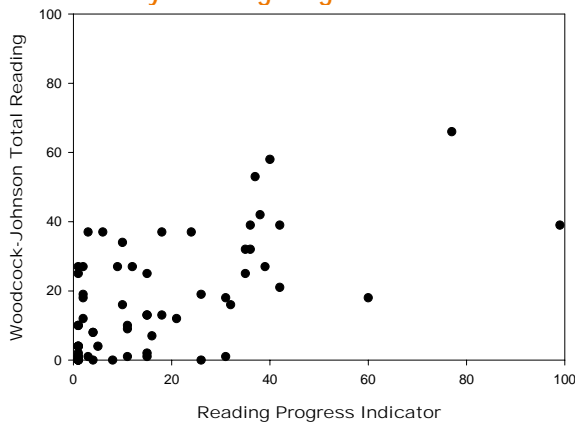
Methodology

Participants were randomly assigned to take either Form A or Form B of the appropriate grade level assessment. Reading Progress Indicator was administered in January 2006. Students were also evaluated with several subtests from the Woodcock-Johnson Tests of Achievement, 3rd edition (WJIII).

Study Results

The Woodcock-Johnson Tests of Achievement is a wide-range, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. The Total Reading composite evaluates students' ability to identify isolated letters and words as well as the students' ability to use phonics to decode unfamiliar words, and to read and understand passages.

Validity: Reading Progress Indicator



Students' percentile scores on Reading Progress Indicator correlated positively with their percentile scores on Passage Comprehension and Word Identification subtests of the WJIII, as well as with the percentile score on the Total Reading composite. The correlation between Reading Progress Indicator and the Total Reading composite of the WJIII was 0.60 (shown at left). Results were significant at a p-value of less than 0.01.

Conclusion

The results found in this study support other studies that demonstrate that Reading Progress Indicator correlates positively with a variety of clinical and state assessments.

These results support the overall validity of Reading Progress Indicator as an assessment tool.



Study Statistics

School year:

2005 – 2006 & 2006 – 2007

Number of Students:

62 students

Reading Progress Indicator Levels:

7-12

4-6

2-3

K-1

Assessment tools used:

Woodcock-Johnson Tests of Achievement – 3rd Edition (WJ III)

Reading Progress Indicator

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